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ABSTRACT

A summary of responses by parents of students to a questionnaire concerning school policy and practices is presented. Responses totaled 516, estimated to be 37% of the families. Among the results were the following: (1) most parents were satisfied with the course content, quality of instruction, and standard of achievement; (2) 62% approved of allowing secondary student to go to elementary schools during regular school hours to help with the instructional program, but 25% disapproved of the practice; (3) most parents felt that they should receive reports of their child's progress 3 or 4 times a year; (4) 54% of the parents in the sample had not attended a parent-teacher conference; (5) 60% were satisfied with the present availability of counselors to students and parents; (6) 88% favored attendance regulations; (7) 80% supported rules governing student behavior; (8) 61% thought that the extent of personal freedom for students in the school was "just right"; and (9) guidance, art, languages and English were the subjects about which the parents were most dissatisfied. Questionnaire items and a tabulation of replies are provided in an appendix. (KM)

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RESEARCH REPORT

A Survey of Parents Opinions Regarding School Policies and Practices at Sir Winston Churchill Secondary School

May 9, 1972
Mrs. Katherine J. Gilbert
and
Mrs. Marilyn J. Reid
Research Report 72-07

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
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A SURVEY OF PARENTS' OPINIONS REGARDING SCHOOL POLICIES AND PRACTICES AT SIR WINSTON CHURCHILL SECONDARY SCHOOL

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Introduction

This report summarizes the returns to a questionnaire by parents of students attending Sir Winston Churchill Secondary School in March, 1972. Approximately 1,700 questionnaires were distributed and 416 (24.8%) were returned. Considering that families often have more than one child enrolled in the school, it is estimated that approximately 1,100 families received the questionnaire and, therefore, the questionnaires returned represent a 37% response.

The items of the questionnaire and a tabulation of the replies are shown in the Appendix. For those questions or sections marked with an "S", only the responses of a random sample of 138 questionnaires (33% sample) are tabulated.

Summary of Responses

Most of the parents (65%) responding have only one child attending Churchill Secondary School. Only 35% had more than one child enrolled. No family had more than three members in attendance at Churchill Secondary School.

The questionnaires in the sample represent parents who have students enrolled as shown in Table I. There was a higher proportion of returns from parents of Grade 10 students than any other grade. The estimated percentage of enrolment is based on the official enrolment as of September 30, 1971 and the sample ratios. It represents the proportion of students enrolled in each grade whose parents returned the questionnaire.

TABLE I: STUDENTS REPRESENTED BY A SAMPLE OF QUESTIONNAIRES FROM PARENTS, SIR WINSTON CHURCHILL SECONDARY SCHOOL

Grade	8	9	10	11	12	Total
Number in Sample	40	40	52	32	27	191
% of Sample	21%	21%	27%	17%	14%	100%
Estimated % of enrolment	39%	34%	48%	27%	25%	35%

The responses to question 3 indicate that most parents are satisfied with the course content, quality of instruction, and standard of achievement for all subjects. Table II lists the number of negative responses for each subject and question. Guidance had the highest percentage of negative responses for "course content", Art for "quality of instruction", and English for "standard of achievement". Industrial Education received the highest percentage of positive responses for "quality of instruction" and "standard of achievement" and Commerce for "course content".

TABLE II: *NEGATIVE RESPONSES MADE BY PARENTS OF SIR WINSTON CHURCHILL SECONDARY SCHOOL STUDENTS WHEN ASKED ABOUT THEIR SATISFACTION WITH COURSE CONTENT, QUALITY OF INSTRUCTION, AND STANDARD OF ACHIEVEMENT FOR VARIOUS SUBJECTS

Subject	Number of Parents Dissatisfied with		
	Course Content	Quality of Instruction	Standard of Achievement
Guidance	94 (32%)	75 (25%)	56 (21%)
Art	35 (19%)	46 (26%)	42 (24%)
Languages	61 (20%)	53 (18%)	73 (25%)
English	59 (17%)	61 (18%)	95 (28%)
Music	27 (17%)	29 (18%)	23 (15%)
Mathematics	31 (10%)	43 (14%)	75 (23%)
P. E.	56 (17%)	47 (16%)	39 (14%)
Science	32 (10%)	50 (16%)	59 (19%)
Social Studies	37 (11%)	43 (13%)	65 (19%)
Commerce	11 (8%)	21 (15%)	22 (18%)
Home Economics	14 (9%)	17 (11%)	17 (12%)
Industrial Education	12 (9%)	12 (8%)	16 (12%)

* The percentages shown in this table are percentages of only the sum of "Yes" and "No" respondents for each question and subject. Totals in this and subsequent tables may vary since responses were not made to all questions.

Over half (56%) of the parents thought that the present range of learning activities were satisfactory, but 31% felt that a wider choice should be available.

Parents in the sample felt that one to two hours or two to three hours home study per day was reasonable for their son or daughter (45% favoured 1 - 2 hours and 39% favoured 2 - 3 hours per day). Only 9% indicated that over three hours was fair and 4% felt that less than one hour per day should be devoted to home study.

Nearly all parents (94%) favoured having educational field trips, but opinions as to who should pay for them were divided:

- 38% thought that funding should come from public funds, e.g., the school or government,
- 36% thought that the students' family should pay for them, and
- 22% thought that the cost should be shared.

The practice of having recognized authorities from outside the school come to speak to students was favoured by 86% of the parents.

The majority of parents (62%) approved of allowing secondary students to go to elementary schools during regular school hours to help with the instructional program, but a quarter of the parents (25%) disapproved of the practice.

Nearly all of the parents (92%) felt that group discussion should be used in the classroom:

- 47% thought the present amount of group discussion was about right,
- 41% thought that there should be more, and
- 4% approved of the idea of group discussion but felt that it was currently being used too frequently.

Parents in the sample felt that they should receive reports of their son's or daughter's progress three or four times a year (46% for three times and 42% for four times). Other responses ranged in frequency from zero to ten reports per year. These "other" responses comprised 12% of the responses.

For the most part, parents were satisfied with teachers' written comments on the report cards (73% satisfied, 18% not satisfied). Almost one quarter of the parents (23%) remarked that the comments were "not specific enough", "too few", "not helpful enough", or "hard to read".

Unfortunately, over half (54%) of the parents in the sample had not attended a parent-teacher conference. Of the rest, 14% had attended one, 12% had attended two or three, and 17% had attended more than three conferences. It is curious that people who had not attended a parent-teacher conference sometimes expressed opinions as to the quality of these conferences. When asked if they were satisfied with the conferences, 42% said "Yes" and 13% said "No". There was a variety of remarks including:

- "not enough time allowed", "lines too long", "not held often enough"
- "teachers are not interested in the kids", "teachers don't know the kids"
- "teachers are professionals hired for a job and parents should not interfere".

Generally, parents approved the present means of recognition of students who have distinguished themselves in academic studies, athletics, art or music activities; 81% were in favour and 8% opposed to the present means. The comments indicated two differing opinions.

1 - recognition is now being given primarily for academic achievement and should be extended to other areas as well, and
2 - more recognition should be given for academics.

The majority of parents (95%) favoured having a counselling service for students and most (60%) were satisfied with the present availability of counsellors to students and parents; however, 30% of the parents were dissatisfied with the counsellors' availability. The parents in the sample ranked "Educational problems" first, "Vocational guidance" second, and "Personal problems" third in priority of areas to which counselling services should be directed.* Table III indicates the priorities given each area.

*A normalized weighted-average was used to rank the items in questions 18, 20 and 24.

TABLE III: PRIORITIES ASSIGNED BY PARENTS OF SIR WINSTON CHURCHILL SECONDARY SCHOOL STUDENTS WHEN ASKED: "ON WHICH AREA SHOULD COUNSELLING SERVICES CONCENTRATE?"

Response	Priority			Weighted-Average Priority
	First	Second	Third	
"Educational problems"	81	34	17	1.5
"Vocational guidance"	25	56	49	2.2
"Personal problems"	27	39	63	2.3

Attendance regulations were favoured by 88% of the parents (8% opposed such regulations). The parents in the sample gave the following ordering of those who should be responsible for the student's attendance: student, parent, teacher, counsellor, and school administrator. (See previous footnote.) The differences between the mean rank for "student" and "parent", and for "counsellor" and "school administrator" are so small that one might consider each pair "tied". The actual priorities assigned are shown in Table IV.

TABLE IV: PRIORITIES ASSIGNED BY PARENTS OF SIR WINSTON CHURCHILL STUDENTS WHEN ASKED: "WHO SHOULD BE RESPONSIBLE FOR THE ATTENDANCE OF THE STUDENT?"

Response	Priority					Weighted-Average Priority
	First	Second	Third	Fourth	Fifth	
"Student"	73	42	8	2	11	1.8
"Parent"	57	57	7	10	5	1.9
"Teacher"	5	21	62	26	15	3.2
"Counsellor"	0	7	24	67	33	4.0
"School Administrator"	2	8	30	25	65	4.1

Rules governing student behaviour were supported by 80% of the parents and opposed by 14%. Over half of the parents in the sample (59%) found the present school rules fair and reasonable, 27% thought that they were "not strict enough" or "too few", and 10% thought that they were "too strict" or "too many". The discipline of the school was thought to be:

- "just right" by 52% of the parents,
- "too permissive" by 36%, and
- "too strict" by 3%.

Regarding the formulation of school rules, the parents in the sample gave the following ordering: administrators, teachers, counsellors, students, and parents. (See previous footnote.) These results are further illustrated in Table V. There is very little difference between the priorities for teachers and administrators.

TABLE V: PRIORITIES ASSIGNED BY PARENTS OF SIR WINSTON CHURCHILL SECONDARY SCHOOL STUDENTS WHEN ASKED: "WHO SHOULD FORMULATE SCHOOL RULES?"

Response	Priorities					Weighted-Average Priorities
	First	Second	Third	Fourth	Fifth	
"Administrators"	68	15	15	12	19	2.2
"Teachers"	36	50	22	17	3	2.2+
"Counsellors"	8	33	49	28	7	2.9
"Students"	13	15	17	28	49	3.7
"Parents"	5	14	22	38	45	3.8

In general, parents thought that the extent of personal freedom for students in the school was "just right" (61%), 22% thought that there was "too much", and 12% thought that there was "too little".

The following statements summarize the responses to several questions that were answered either "Yes" or "No".

	Yes	No
Opinions about the use of corporal punishment were evenly divided. (See question 26, Appendix)	46%	44%
Most parents agreed with sending a disruptive student home. (See question 27, Appendix)	72%	19%
Three-quarters of the parents found school administrators reasonably available to them. (See question 28, Appendix)	75%	13%
Just over one-half of the parents were satisfied with the present operations of the student council. (See question 29, Appendix)	52%	17%
The social activities were satisfactory to the majority of parents. (See question 30, Appendix)	62%	16%
The club activities satisfied most parents. (See question 31, Appendix)	64%	10%

	Yes	No
Over two-thirds of the parents were satisfied with the cultural activities of the school. (See question 32, Appendix)	68%	12%
The program of extra-curricular sports suited over two-thirds of the parents. (See question 33, Appendix)	68%	13%
The majority of parents favoured having a parent-teacher organization. (See question 34, Appendix)	57%	29%
More parents said they would not be an active member of a parent-teacher organization. (See question 35, Appendix)	33%	41%
A larger number believed that minority ethnic groups become sufficiently involved in school activities. (See question 36, Appendix)	40%	28%
Most parents were in favour of having an "Open House". (See question 37, Appendix)	81%	11%
Most parents said they would attend an "Open House" if one were held. (See question 38, Appendix)	81%	7%
More parents were opposed to daily reading of the Bible and recitation of the Lord's Prayer in school. (See question 40, Appendix)	38%	42%
More parents preferred the traditional ten-month term to a semester system. (See question 41, Appendix)	29%	42%
Opinions were evenly divided about an extended school year in which students attend for any three quarters. (See question 42, Appendix)	44%	44%

From the comments made by parents concerning the operations of the student council, it was clear that many parents were completely unaware of its function and some even of its existence. Other parents indicated that they felt that the council did not do enough and needed to improve its communication with the student body.

The parents felt that more social activities should be available at the school, particularly during the noon hour. They also commented that student behaviour at dances had been poor--special reference was made to fighting and drunkenness.

With reference to the club activities of the school, the parents remarked that there should be a greater variety, that they did not know enough about the clubs to comment, and that the clubs need to be better organized. Several parents indicated that they thought the selection of clubs was quite good.

A number of parents expressed the opinion that the cultural program of Churchill was very good. Mention was made of the fine quality of musical and dramatic productions that have been enjoyed. Oliver was cited as an excellent example of the students' work. However, there were several parents who were not familiar with any cultural activities of the school.

The most frequently made comment regarding the program of extra-curricular sports was that there were no sports activities available to the student of average or below average ability. Several parents commented that they thought the sports program was well organized and well coached. It was suggested that a wider range of activities be made available.

Over two-thirds of the parents (68%) felt that Sir Winston Churchill Secondary School was "keeping pace with the changes in society". Only 17% felt that "it was too slow in abandoning traditional practices" and 9% felt that "it was becoming too progressive".

Several parents expressed concern about the lack of continuity in subject matter if a two semester plan were in use. Others indicated that they did not completely understand the implications of two five-month semesters.

When asked to make general comments, the parents in the sample responded most frequently with suggestions for reorganization of some aspect of the school. These suggestions ranged from "change the holiday schedule", and "provide more courses for General Program students" to "place more emphasis on the development of communication skills". Comments were also made about teachers:

- "should hire only young teachers",
- "are too militant",
- "should be evaluated by students and administrators".

Some parents expressed their concern for the amount of freedom given to students and the lack of discipline in the school. Others commented in regard to the questionnaire:

- "couldn't answer the questions",
- "should give one to the students", and
- "it was a good idea".

Discussion

The results of this survey indicate that, for the most part, the parents who returned the questionnaire are satisfied with the policies and practices at Sir Winston Churchill Secondary School.

Guidance, Art, Languages and English are the subjects about which the parents were most dissatisfied. The subjects which had the most positive responses were Industrial Education, Home Economics and Commerce.

The parents felt that Churchill Secondary School is providing a reasonable range of activities and opportunities for the students, but there is a group that is not

aware of any activities. There is also a group of parents who feel that there should be a wider choice of activities for students.

Even though the majority of parents feel that the current level of discipline is satisfactory, there is a substantial number who feel that the school needs to be more strict. The parents did not request any major changes in the organization or management of the school.

SIR WINSTON CHURCHILL SECONDARY SCHOOL

Questionnaire to Parents

		1	2	3
S 1.	How many of your children attend Churchill Secondary School?	90 (65%)	42 (31%)	6 (4%)

		Grade 8	9	10	11	12
S 2.	In what grades are they enrolled?	40	40	52	32	27
3.* Are you satisfied	% of sample	21%	21%	27%	17%	14%
	Estimated % of enrolment	39%	34%	48%	27%	25%

with the content of the course,

with the quality of instruction, and

with the standard of achievement in each of the following subjects:

(On the lines below, please respond 'yes' or 'no' or 'undecided' for each subject in your child's program.)

Subject	YES	NO	YES	NO	YES	NO
	Satisfied with the course content?		Satisfied with the quality of instruction?		Satisfied with the standard of achievement?	
English	288(33%)	59(17%)	278(82%)	61(18%)	248(72%)	95(28%)
Social Studies	295(89%)	37(11%)	278(87%)	43(13%)	278(81%)	65(19%)
P. E.	274(83%)	56(17%)	241(84%)	47(16%)	243(86%)	39(14%)
Guidance	198(68%)	94(32%)	225(75%)	75(25%)	208(79%)	56(21%)
Mathematics	289(90%)	31(10%)	256(86%)	43(14%)	248(77%)	75(23%)
Science	290(90%)	32(10%)	261(84%)	50(16%)	247(81%)	59(19%)
Languages	251(80%)	61(20%)	244(82%)	53(18%)	219(75%)	73(25%)
Ind. Education	129(91%)	12(9%)	131(92%)	12(8%)	120(88%)	16(12%)
Home Economics	145(91%)	14(9%)	142(89%)	17(11%)	128(88%)	17(12%)
Commerce	121(92%)	11(8%)	117(85%)	21(15%)	99(82%)	22(18%)
Art	146(81%)	35(19%)	133(74%)	46(26%)	134(76%)	42(24%)
Music	128(83%)	27(17%)	136(82%)	29(18%)	128(85%)	23(15%)

*The percentages are based on the sum of "yes" and "no" responses for each question, hence, each total is different.

S 4. Are you satisfied with the present range of learning activities? (Check one)

Yes	77 (56%)
No, there should be a wider choice	43 (31%)
No, the present offerings are too broad	2 (1.5%)
Undecided	14 (10%)
No comment	2 (1.5%)

Hours	0	1/2	1-2	2-3	3+
	2	4	62	54	13
	(1%)	(3%)	(45%)	(39%)	(9%)

S 5. How much time each day would you consider reasonable for your son/daughter to study on his/her own at home?
No comment 3 (2%)
5. _____ hrs.

6. Do you favour having educational field trips?
Yes: 392 (94%)
6. No: 9 (2%)

	Public Funds	Home	Shared
S 7. Who should cover the cost of field trips?	53 (38%)	49 (36%)	31 (22%)

No comment 5 (4%)

8. Do you favour having recognized authorities and experts from outside the school come to speak to students?
Yes: 359 (86%)
8. No: 14 (3%)

9. Do you approve allowing secondary students to go to elementary schools during regular school hours to help with the instructional program?
Yes: 256 (62%)
9. No: 105 (25%)

S 10. What is your reaction to group discussion in the classroom? (Check one)

Approval; the present amount is about right.	65 (47%)
Approval; there should be more.	57 (41%)
Approval; but it is presently used too frequently.	6 (4%)
Disapproval; it should be discontinued.	1 (<1%)
No comment or undecided	9 (7%)

	3	4	Others
S 11. How many times during the school year would you like to receive reports of the progress of your son/daughter?	63 (46%)	58 (42%)	16 (12%)

12. Are you satisfied with teachers' written comments on report cards? If not, please explain.
Yes: 304(73%)
12. No: 74(18%)

S Comments are too vague and/or too few. (32-23%)

	0	1	2-3	3+
S 13. In how many parent-teacher conferences have you participated? No comment - 4 (3%)	75 (54%)	19 (14%)	16 (12%)	24 (17%)

14. Are you satisfied with the parent-teacher conferences? If not, please explain.
Yes: 176 (42%)
14. No: 55 (13%)

S Conferences are poorly organized: not enough time is allotted, lines too long. (6 - 4%)
Teachers don't know students. (2 - 1%)
Teachers are professionals; parents shouldn't interfere. (2 - 1%)

15. Do you favour the present means of recognition of students who have distinguished themselves in academic studies, athletics, art or music activities?
Yes: 335(81%)
15. No: 34 (8%)

S If not, please explain.
Recognition should be given in all areas, not just for academic achievement (6 - 4%)
More recognition should be given--more scholarships perhaps. (4 - 3%)

16. Do you favour having a counselling service for students? — Yes: 393 (95%) / No: 7 (2%)

17. Are you satisfied with the extent to which counsellors are presently available to students and parents? — Yes: 248(60%) / No: 129 (31%)

S 18. Please rank in order of priority (1, 2, or 3) the areas to which counselling services should be directed.

	Priority	Weighted-Average Priority
Educational problems	1	1.5
Vocational guidance	2	2.2
Personal problems	3	2.3

19. Do you favour having attendance regulations? — Yes: 364(88%) / No: 34 (8%)

S 20. Who should be responsible for the attendance of the student?

Please rank in order of priority (1, 2, 3, 4, or 5).

	Priority	Weighted-Average Priority
the student	1	1.8
the parent	2	1.9
the teacher	3	3.2
the counsellor	4	4.0
the school administrator	5	4.1

21. Do you favour having rules governing student behaviour? — Yes: 334 (80%) / No: 58 (14%)

S 22. What is your opinion of the present school rules? (Check one)

they are fair and reasonable	81 (59%)
they are too strict	8 (6%)
they are not strict enough	33 (24%)
there are too few	4 (3%)
there are too many	6 (4%)
No comment	6 (4%)

S 23. What is your opinion of discipline in the school? (Check one)

just right	72 (52%)
too strict	4 (3%)
too permissive	49 (36%)

No comment - 13 (9%)

S 24. Who should formulate school rules?

Please rank in order of priority (1, 2, 3, 4, or 5).

	Priority	Weighted-Average Priority
students	4	3.7
teachers	2	2.2+
counsellors	3	2.9
administrators	1	2.2
parents	5	3.8

S 25. What is your opinion of the extent of personal freedom for students in the school? (Check one)

just right	84 (61%)
too much	30 (22%)
too little	17 (12%)
No comment	7 (5%)

26. Do you favour the use of corporal punishment? — Yes: 190(46%) / 26. No: 182(44%)

27. Do you favour sending a disruptive student home? — Yes: 301(72%) / 27. No: 79(19%)

28. Do you find the school administrators reasonably available to you? — Yes: 311(75%) / 28. No: 56(13%)

29. Are you satisfied with the present operations of the student council? — Yes: 217(52%) / 29. No: 72(17%)

S (Please comment)

Don't know enough about the student council to comment. (20-14%)
Student council doesn't do enough--it should do more. (14-10%)
There should be more communication with the student body, and more student involvement. (8 - 6%)
The authority of the student council is too limited. (5 - 4%)
Many parents responded with a question mark or "undecided"

30. Are you satisfied with the social activities of the school? — Yes: 258(62%) / 30. No: 66(16%)

(Please comment)

S There should be more activities--more noon hour activities (8 - 6%)
Behaviour at dances is poor--to much drunkenness and fighting (5 - 4%)

31. Are you satisfied with the club activities of the school? — Yes: 268 (64%); 31. No: 43 (10%)

S (Please comment)
There should be more clubs--greater variety. (8 - 6%)
Don't know enough about clubs to comment. (7 - 5%)
Should be better organized--more money, staff, authority. (7 - 5%)
There is a good selection of clubs for the students. (6 - 4%)

32. Are you satisfied with the cultural activities of the school? — Yes: 282 (68%); 32. No: 52 (12%)

S (Please comment)
Cultural program is very good, especially the productions. (11 - 8%)
Not familiar with the cultural activities (9 - 7%)

33. Are you satisfied with the program of extra-curricular sports? — Yes: 282 (68%); 33. No: 54 (13%)

S (Please comment)
There are no sports activities available for many people.
Should let the average ability students play. (8 - 6%)

Sports program is very good--well organized (7 - 5%)

There should be a wider range of activities available: golf, tennis track, swimming, and football. (5 - 4%)

34. Do you favour having a parent-teacher organization? — Yes: 239 (57%); 34. No: 120 (29%)

35. If there were a parent-teacher organization, would you be an active member? — Yes: 136 (33%); 35. No: 172 (41%)

36. Do you believe that ethnic minority groups become sufficiently involved in school activities? — Yes: 166 (40%); 36. No: 116 (28%)

37. Do you favour having an "Open House"? — Yes: 336 (81%); 37. No: 47 (11%)

38. If there were an "Open House", would you attend? — Yes: 338 (81%); 38. No: 28 (7%)

S 39. What is your assessment of the school? (Check one)

It is keeping pace with the changes in society.	94 (68%)
It is becoming too "progressive".	12 (9%)
It is too slow in abandoning traditional practices.	24 (17%)
No comment	8 (6%)

40. Do you favour the daily reading of the Bible and recitation of the Lord's Prayer in school?

Yes: 158 (38%)
40. No: 173 (42%)

41. Do you favour a semester system of two five-month terms to the traditional one ten-month term?

Yes: 119 (29%)
S (Please comment) 41. No: 173 (42%)

There is too much lack of continuity with two semesters. (8 - 6%)
Do not understand the implications of a semester system. (5 - 4%)
It is difficult to make up missed work on semesters. (3 - 2%)
One term is less boring since you don't have the same subjects every day (3 - 2%)
Understand the subjects more on semester system. (3 -2%)

42. Do you favour an extended school year in which the school is open all year and students attend for any three of four quarters?

Yes: 185 (44%)
42. No: 182 (44%)

S 43. Any further comments?

1. Suggested changes in the organization of the school and some courses. (15 -11%)
   - more emphasis on communication skills
   - procedure for choosing future courses needs to be examined
   - should provide more courses for General Program students
   - should change the holiday schedule
   - should require a regular testing program in each class
   - should offer more languages
   - should rearrange the designation of elective courses

2. Comments on the questionnaire (9 - 7%)
   - good idea
   - couldn't answer the questions
   - should give one to the students

3. Comments regarding teachers (8 - 6%)
   - should use young teachers
   - should be evaluated by students and administrators
   - are too militant
   - don't know the students well enough
   - some are unapproachable

4. Concerned about discipline and/or the amount of freedom given to the students (7 - 5%)

5. Satisfied with Churchill Secondary and its staff (5 - 4%)